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North American News

Anti-nuclear lobby fails to stop deal

from Clive Cookson

WASHINGTON
The regents of the University of California have agreed to renew their controversial contracts to manage the United States' two nuclear weapons laboratories at Los Alamos and Livermore.

Despite an emotional appeal by California Governor Jerry Brown and demonstrations by anti-nuclear activists outside the meeting, the university's governing board voted 15-5 to negotiate new management contracts for five years from October 1982, when the present ones expire.

For more than a decade, a large and vocal minority of students, faculty and regents have been trying to cut the university's links with the Los Alamos National Scientific Laboratory and the Lawrence Livermore National Laboratory, which they claim are not compatible with its mission of teaching and research. UC received a fee of about \$4m a year for managing Los Alamos, Livermore and two smaller government laboratories, the Lawrence Berkeley Laboratory and the Lawrence Livermore Laboratory.

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Police haul away five Iranian students on hunger strike from hecklers threatening violence in San Antonio, Texas.

Police discover dead student's home was forger's den

from P. E. Burke

LITTLE ROCK, ARKANSAS
Police looking through the effects of a 25-year-old Iranian student, who had been killed in a road accident, discovered numerous forged documents and blank transcript forms and diplomas made out for him and other Iranian students.

Stamps were also found to make the official seals of half-dozen in the United States. There are very considerable numbers of Iranian students reportedly studying in the United States, and the police are now looking for more.

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Iranians face deportation

from our North America Editor

The United States government is trying to deport 100 Iranian students who are in the country illegally. The students are being deported because they are not in the country legally.

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Overseas News

Barre stresses autonomy need

from Guy Navee

PARIS
If a healthy spirit of competition is to exist in French universities, greater financial autonomy is needed, Premier Raymond Barre stated today. He said that new arrangements were needed between individual universities and the central administration. He also announced the setting up of an advisory group to look into the whole question of university finance. In future, the universities should be free to seek additional support from local authorities and from industry. They should also show more initiative in finding ways to increase their budget by contract teaching and research agreements with the private sector.

In a speech that appeared to cast doubts over government policy of the past four years, the premier stressed the importance of autonomy in creating a climate of healthy competition between different universities. This suggestion appeared to be the endorsement of an American model of higher education in place of the traditionally tight control by French central government. The long term policy of higher education suggested should allow universities to set up on their own and to define the content of their courses in place of this rigid prescription and validation from the centre. Particular attention should be paid to those areas of study directly relevant to local and regional communities.

This speech has been heralded as a pointer to new directions in French policy towards higher education. However, it is of little satisfaction to university vice-chancellors who met the premier to try and persuade him to reduce the cuts in university funding. The vice-chancellors argued that the cuts would lead to a reduction in the quality of education. They also argued that the cuts would lead to a reduction in the quality of education.



M. Barre: "New arrangements needed."

The premier did however reverse the decision of his cabinet colleagues to allow the universities to gain autonomy in the future. He said that the universities should be free to set up on their own and to define the content of their courses in place of this rigid prescription and validation from the centre. Particular attention should be paid to those areas of study directly relevant to local and regional communities.

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'No pass mark' for 216

from A. S. Abraham

BOMBAY
In a controversial decision of more than local significance, the government of Madhya Pradesh has decided to abolish the pass mark for the 216 seats in the state's medical colleges. The decision is expected to lead to a large number of students being admitted to the colleges.

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Ulm University to start criminology course

from James Hutchinson

BONN
The state government of Baden-Württemberg in West Germany is planning to introduce a course in criminology at the University of Ulm. It is believed that it will be the only course of its kind in Western Europe, and its purpose will be to prepare graduates for senior positions in the intelligence services, the criminal investigation department of the police force and generally for special tasks in the battle against crime.

The proposal is controversial and is held by liberal opinion to place an exaggerated emphasis on the preservation of law and order. But according to the university, the terrorist attacks of 1977 had opened up a new dimension of crime, and had raised the question "whether the security forces, in meeting this challenge to our way of life, are able to draw lessons from earlier periods in our history." According to the West German Federal Prosecutor, Herr Kurt Rabenstein, whose predecessor, Herr Siegfried Bublack, was murdered by terrorists in 1977. The course would cover not only law and other matters concerning the police, but also medicine and other natural sciences, as well as sociology and economics. There would be places for about 60 students a year.

There has been criticism that the curriculum for the approval of the state government consists mainly of senior prosecutors and police officers rather than of academics. It is estimated that the new faculty would create more than 50 jobs at the University of Ulm, 20 of them for professors. The university is not at the moment exactly flourishing, and has only 2,500 students. But it looks as if in a few years' time some Germans will be carrying the title, doctor of criminology.

Since 1976 the proportion of women among university entrants has steadily increased from 36.6 per cent to 38.3 per cent. In the same period the number of women at polytechnics has gone up by nearly 55 per cent. Indeed, without this influx of women the number of students at the polytechnics would have fallen considerably. The ministry bemoans the fact, however, that so many people still choose to study one of the "hard" of "mammoth universities". Thus more than 20 per cent of Germany's students are concentrated at five universities. Many technical colleges are similarly over-crowded, and many of their students are picked into a fifth of the polytechnics.

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Copernicus told its time up is over

Copernicus, the orbiting astronomical observatory launched in August 1972 with an expected lifetime of one year, is not dead yet. But the National Aeronautics and Space Administration (NASA) has decided to switch off the venerable satellite, to relieve some of the pressure on its budget.

Princeton University astronomer Professor John Roberge and Lynn Spitzer, who have had chief responsibility for its operations, expressed disappointment at the NASA decision, which will save \$3m a year in operating costs. But they admitted they could not claim too much because Copernicus had lasted so much longer than expected and provided so many useful observations.

Dr Spitzer said "the satellite has not met our expectations in the way we thought it would. It has not met our expectations in the way we thought it would. It has not met our expectations in the way we thought it would."

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Those interesting things included making the first accurate measurements of the amount of deuterium in the universe. Knowledge of its abundance relative to ordinary hydrogen is critical for cosmologists thinking about the origin and destiny of the universe. The high-velocity ultraviolet telescope on Copernicus has made important observations of the gases shot out by exploding stars. According to a recent theory, these gases compress to form new stars, and the clouds of gas from which new stars are born.

Copernicus was the first observatory to detect the presence of hydrogen molecules (as opposed to atoms) in interstellar space, and to measure the temperature of interstellar gas (about one million degrees).

Although Princeton's ultraviolet telescope in the satellite's main payload, Copernicus also carries an X-ray detector, operated by University of Wisconsin astronomer Dr. Robert F. Schaefer. It has indicated the probable presence in the constellation Scorpius of a black hole, a collapsed star.

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Biologist resigns after clone row

Dr Samuel I. K. Kennedy, the biologist who cloned the "wrong" virus at the University of California, San Diego, has resigned from the university. He was accused of cloning a virus that could cause AIDS.

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Graduate studies under microscope

Ten years have passed since the full-scale evaluation of graduate programmes in the United States, which is too long a time for whose academic community has been preoccupied with other issues. The evaluation of graduate programmes is now being undertaken by the National Academy of Sciences.

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State plans to take over the last independent university

from Donald Fildes

HELSINKI
Finland's last surviving independent university, Abo Akademi, will be taken over by the state next August. The transfer of this small institution, founded in 1828, to a state-owned school of economics and management, is part of a government plan to centralise higher education.

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Cautious report on training

from Geoff Maolen

MELBOURNE
The report of Australia's first national inquiry into teacher education won't set any school bells ringing, either for alarm or for joy. It is a study which is more than usually cautious, earnest and serious to the point of being banal, in fact it's hard. For instance, it is gripped by a sudden sense of excitement when you read "Equally important is the basic grammar of democratic society" or "the individual in Australia lives in a multicultural society".

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Alan Franks reports on Havel's play at Richmond's Orange Tree Theatre

Just another name on the Czech-list

The irony of it all would not have been lost on Václav Havel, in the upstairs room of a pub in a middle-class suburb of London, the audience files out and signs a petition at the cash desk complaining to the Czech embassy about the playwright's detention.

They have just seen a play in which a dissident Czech playwright has tried to canvas the signature of a middle-class comparison for the release of a subversive pop star.

They have nothing to lose by scribbling their names on the sheet, except possibly a sense of their own political inertia. The men in the play had everything to lose, the liberty and the livelihood which he had managed to retain by using the party line for some years since the Russian invasion of 1968.

The resemblances between the liberal television director and his Western counterparts are legion. The linking factor is an ideology that can be national to the point of invisibility whenever it threatens the career.

Another irony that Havel would have enjoyed was the presence of the Czech philosopher Julius Tomin at a performance of *Protest* at Richmond's Orange Tree Theatre last week. The two are prominent members of the Charter 77 movement, and Havel is not best known for his continuous harassment of his seminars in Prague. He would probably not now be freshly cloistered in Oxford, just an hour's drive from this bitter reminder of conditions at home.

Havel of course is in no position to appreciate these niceties, but nearly a quarter of the way through a four-and-a-half-hour jaff sentence for subversion against the state. His hero, Vanek (played by Frank Moorey), is a marginally happier position, having just finished a similar sentence. He is indeed, a political prisoner. A few days before one of his earlier plays, Havel was seized by the authorities. All his plays have been concerned, more or less obliquely, with the question of individual morality under a totalitarian regime.

It is a matter with which he is understandably obsessed. This

time his conviction is far his part in the human rights group known as VONS, which translates roughly as the Committee to Defend the Unjustly Persecuted. In addition to the cash desk complaining to the Czech embassy about the playwright's detention.

The VONS transcripts are fascinating to their own right. When they were presented at the ICA, they angered the Czech authorities, who claimed that state evidence had been misrepresented. Inevitably they are not a verbatim account since the relatives of the defendants were not allowed to take notes. The record they brought from the court was achieved by a rote system in which they took turns to go to the lavatory and write down accounts of the exchanges just passed. These have been reworked by Tony Clarke, who has added a narrative figure and merged into one the identities of the six defence lawyers.

This is Havel's sixth play at the Orange Tree in three years. During that time, largely because of Charter 77 and the Tomin affair, Czech television has drawn its fair share of the kind of publicity which, presumably, it least wants. In theatrical terms at least, the Orange Tree has espoused the cause of the oppressed as consistently as anyone. Certainly the premiere there of *Protest* and *Private View* helped that double bill onto the television screen, soon afterwards.

From the first, a criticism was that the plays were either too dark, too absurd, or too cryptic. As the last, last, character concerned, criticism is made that many a malcontent has been forced into it if he wants to get round the constraints of his own country. To take another contemporary example, Alfonso Vollejo, who wrote *Fly-Dy*.

also presented at the Orange Tree last year, found himself with no choice but to depict the aspiration to liberty in Franco's Spain in the form of a man who wished only to jump from office blocks and survive the drop.

That technique is apparent in *The Licence*. The hero, (Vanek again) wants in get his giant Bobemian Growler dog registered as a rare species. There seems no objection, until it transpires that the owner is a well-known dissident. So what is this dog? (Who never appears) A set of dying principles threatened by subservient bureaucrats?

As to darkness, it may be all that left after crypticism. People being snatched from their beds at dawn and jailed on the grounds of the other charge, absurdity: it looks as if the reality of life in Czechoslovakia has surpassed anything its playwrights can throw up, and that it would take a Jonathan Swift to bring back an exaggeration.

In *Protest* Vanek is in the mainstream of Havel's spouting liberalism. He is being asked for his signature on a petition to free the pop star who happens to have got his daughter pregnant. The playwright seeking the signature is just out of jail. Jobless, penniless and eternally suspect. Stenek of course would love to sign. But he wonders, what good could it do? There follows a magnificent sustained burst of casuistry and self-deceit along these lines: "For a start my signature will have no influence on the young man's fate. Therefore it will probably have more impact on my own situation, if they choose to make an example of me. Heaven knows, dissidents are already hated enough by my peer group. We look upon them as our bad conscience and envy them their freedom of spirit. So my signature will only inflame that hatred. People will not only say that he became a 'petit bourgeois' but also that he was once a dissident. From all our interests I would be of more use working behind the scenes."

Even though Stenek is an archetype, Havel finds him worthy of sympathy, and the battle for his signature—a battle being fought entirely in his conscience since Vanek brings no moral pressure to bear—becomes the key issue. He is not even damned by the other, private intervention secures the pop star's release and the signature is spared the reprisals. There is almost the implication that this orgy of dissidence actually undermines a network of influence in high places. Yet that network

only operates when the prisoner is well connected in this case by a pragmatism in the right quarter. Quicker what effect our given signatures will have is uncertain. But as Stephen Liles and in this paper last week, it is a gesture which takes place that has in its conscience Havel's play is national and anything but full.



To sign or not to sign: Stenek (right), played by Robert McElhin, ponders the petition with Vanek (Frank Moorey).

Dutch fight it out over university democracy

The swing to autocratic efficiency

only of staff and students (by election), but also of individuals drawn from the communities outside the university representing the social interests which the new-style universities were intended to serve.

Within the universities corresponding changes were made. The structure of the universities, wherein small groups of conservative professors had long held sway, were not only reconstituted, but also administratively weakened by the transfer of substantial decision-making powers to sub-faculty level and the establishment of permanent teaching and research committees at sub-faculty level with considerable executive authority. Staff and student representation by election was to be mandatory to all these bodies.

The 1970 Restructuring Law now forms the core of the entire higher education administrative system. A direct product of the imaginative 1969 report by the Education Commission, Professor C. Posthumus, the new law was seen at the time as a dramatic and exciting innovation. Introducing for the first time in Dutch history the direct representation of both staff and junior academic staff at virtually all levels of university government. As the Minister of Education at that time, Professor C. M. Vrijland, pointed out when introducing the draft law to Parliament in April, 1970, it was designed to ensure that even in those cases where direct participation in university decision-making by all interested parties was not viable, the structure and distribution of administrative representation would be fully taken into account.

These were certainly ambitious objectives and they could be secured only through the transfer of a large part of the sweeping powers which, until 1970, had rested almost exclusively in the hands of a tiny professorial elite. Hitherto, the power was to be redistributed between the three elements of the university community identified in the legislation as firstly the scientific personnel, secondly the students, and thirdly the administrative and technical staffs. The old university statutes and boards of governors were abolished and replaced by elected university councils with representation not

be more equal than others. In a study published two years ago, the official committee set up under Chairmanship of Dr J. M. Polak to examine the implementation and workings of the 1970 Restructuring Law, found that the structural changes needed to give effect to the reorganization had been largely carried out. With more than 1,250 workshops established in 349 faculties and sub-faculties, it could be said by 1978 that the structural transformation had been almost fully implemented. But this was not to say that representative democracy had triumphed.

For the students, in particular, the Committee found that the level of representation achieved was disappointing. By 1978—their fourth survey—they found that there were still only 18 per cent of faculty bodies which had elected student representatives. The most serious problem was the lack of representation of students in the most important bodies, the so-called "top" bodies, which included all students receiving teaching in the workshop discipline. Even for students in their final year of study, the representation of students in the workshop discipline was only 18 per cent. The Committee found that the level of representation achieved was disappointing. By 1978—their fourth survey—they found that there were still only 18 per cent of faculty bodies which had elected student representatives.

Thus the basic Dutch university administrative unit was to be discipline-oriented. It was to be centred round a community of workers in a specialist field and, above all, it was to be co-operative in concept. The workshop would be a unit in which every member, whether professor, research worker or student, would have an equal say in its internal government. Yet even from the beginning, it was very apparent that some members would

than two-thirds of selection committees excluding student members, though in some other disciplines, notably letters and social sciences, very much better statistics were recorded.

Now, once more, the time has come for the Dutch government of the 1970 Restructuring Law. But this time there is no question of trying to increase democratic representation. On the contrary, it is the improvement in administrative efficiency of the universities which the Government has now turned its attention and particularly to the improvement of teaching and research administration within the broad concept of existing democratic controls.

Assuming that the Dutch Parliament gives its expected approval this autumn, education minister Dr Arie Pais plans to introduce permanent organizing committees for examination arrangements in every university faculty as from next year. These organizing committees will exercise wide co-ordinating and control powers over the very various activities of teaching and research, which are sometimes as many as two or more, each offering a variety of courses and all within the same faculty. The committees will also work in close association with the faculty's established faculty admission committees, which are to be given the unpopular task of determining the right of entry of those "first phase" graduate students applying for the limited number of places available in the faculty's "second phase" post-graduate study and research.

Far from student opposition, has already been expressed against the new concept of these selective Admission Committees, which all

faculties will be obliged to establish. The new law comes into effect. Students are even more concerned by the selection criteria which the Minister will be requiring these committees to adopt. The criteria based not only on the results of the "first phase" of the study but also on such things as the student's social background, factors as the tempo at which the undergraduate study was completed. On such criteria, for example, students who are "slow starters" could be given a special discount, though the proposed system of "independently assessed" examination will be based on the results of the "first phase" of the study.

One of the jobs of the technological university is properly to handle the humanistic side, the moral, philosophical and ethical issues. It is a worldwide problem to include or embed technological and scientific studies in that kind of background.

"People do not stay in the fields in which they were educated and one would not want that to happen. And in science and technology there is the constant question of keeping up with completely new developments in the market. There should be a call for continuing education for professional development."

Aston is likely to find that their new vice-chancellor is a handy man to have around when it comes to economic recession and Government financial stringency. In the far future, the universities are their own way of living.

"American universities, particularly the private ones, are more conscious of the opportunities and resources for funding. We have not developed or been thought about in Britain mainly because of the percentage of support that comes from the Government."

What got to Stanford it was just a sign to Aston, and moved from being in the top 20 of universities to about number 200 today.

Lionel Cohen

Ngaio Crequer meets one vice-chancellor newly installed at Aston, and Patricia Santinelli talks to an already established one who is to become chairman of ACSET

Birmingham to Aston: a 20-year round trip

It was on a debating tour of the United States, a reward for having won the National Union of Students' Observer tournament that Frederick Crawford talked himself into a job at Stanford University.

Now just over 20 years later he is back in his native Birmingham and the city where he began his academic career, as the new vice-chancellor of Aston University.

He has a rather more unusual history than some of his colleagues. After grammar school he obtained the first class honours degree in engineering from the University of London through part-time study at the Birmingham College of Technology while a research trainee with Joseph Lucas Ltd.

He was President of the Guild of Undergraduates at Liverpool University, where he did his Dip Ed. PhD and D.Litt, became treasurer of the NUS and failed by two votes to become its President.

He did one year as a scientist with the National Coal Board and became a senior lecturer in electrical engineering in 1958 at Aston when it was a College of Advanced Technology.

At Stanford University in California he has been chairman of the Institute for Plasma Research and between 1973 and 1977 director of the centre for Interdisciplinary Research and associate dean of graduate studies.

Professor Crawford has also been involved with the American Universities Space Research Association and the NASA Space Shuttle and has led a number of visiting professorships throughout the world including a twelve month period of sabbatical leave at Oxford in 1977.

His internationalism begins at home where to ensure that their two children were bilingual, he and his French wife speak in French.

As the wife of California where he used to live it was known popularly as "Silicon Valley" because with about 800 local firms specialising in electronics the area was steeped in high technology. Yet one of the first things he told graduates at Aston was that the facts they had accumulated as students were the least important elements to their education.

Their strongest weapon was the knowledge of how to get on. He is very conscious of the need of both students and universities to be able to adapt as the problems change.

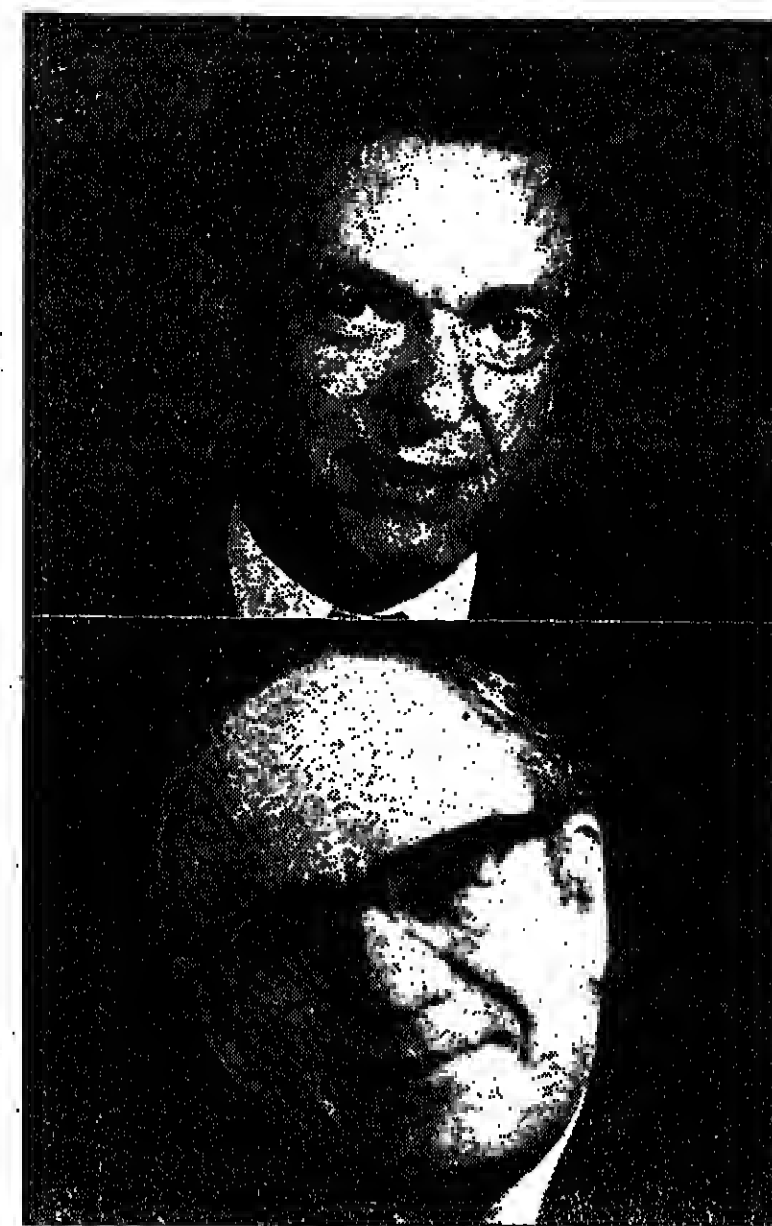
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Professor Crawford (top) and Dr Butler.

from planning and by looking for innovative sources of support for them. I watched that for 20 years. "One of the academic principles was that you did not have to teach everything and the good at everything. So you decided what you were good at and how you would build round the people you already had."

Among the criteria was that the department had to have the possibility of being among the best in the country, there had to be likely support for it in the foreseeable future and there had to be strong student interest.

He accepts that that kind of planning is much easier in an expanding system rather than in a steady state. Nevertheless the shortage of jobs and the small turnover can mean that a university can take on young staff who otherwise are having difficulty finding employment.

In some cases it might simply mean better co-ordination of what already exists or it could just mean the need for more imaginative fund-raising.

University financing is precarious. There is a paper-thin margin on which the entire well-being of the university depends. Most particularly you do not have the money to support innovation and new initiatives.

Very tiny changes up or down can make all the difference. But equally this means that if you raise just a little more money, it will make a big change.

"I want our income increased and I do not care where it comes from and I want that margin there that allows innovation. He says the arguments for supporting the universities have to be made, far more strongly during a recession than when things are going well. "To dig yourself out of a recession, to make new export markets you need a pool of highly educated human resources."

But to begin with, Professor Crawford intends to listen to his colleagues at Aston. And out what kind of image they have of the university.

"I would like to help people to crystallize the issues and the essential decisions and then to play a part in the process of decision-making."

Enter Dr Butler: sighs of relief all round

Teacher training institutions may breathe a premature sigh of relief when they hear the newly constituted Advisory Committee for the Supply and Education of Teachers does not intend to preside over a further dramatic purge of the system.

This is the personal view of Dr Clifford Butler, vice-chancellor of Loughborough University and new chairman of ACSET, which met for the first time earlier this week, after two years of enforced absence.

But Dr Butler acknowledges that further rationalization of the system is a possibility because of the over-production in the number of teachers, and falling rolls, which have not yet reached their peak in primaries and are only beginning to attack secondary schools.

"I am quite certain, however, that any rationalization will not be on the previous scale, mainly because the system has already been slimmed down considerably. Moreover, I think it would be regarded as outrageous by members of the committee and lead to resignations", he said.

However, Dr Butler was very worried if some action on teachers' numbers was not taken, graduates would be encouraged to take their PGCE and then find themselves without a job.

"At the moment we are getting a good number of graduates who are not getting jobs. But if there is a major over-supply and even higher unemployment than at present, we shall lose the good quality people, vital to the profession because they will not be prepared to risk taking a qualification with such a high vocational emphasis. It is different for the BED since it is a much longer and broader qualification which does not limit you to teaching", he said.

Unquestionably Dr Butler's comments are somewhat inspired by the fact that the previous Advisory Committee for the Supply and Education of Teachers played as the Government's "Hatchet man". This meant overseeing plans for the closure of 50 colleges and the wholesale reform of teacher education.

Moreover, dissenting rumblings from the Department of Education and Science, which recently took the form of a warning letter to teacher training institutions, indicate that the committee of the Royal Society for 10 years was not only associated with schools issues but drilled away at problems associated with shortages of maths, physics and craft, design and technology.

But how much more can Dr Butler do as a good chairman is his dislike of narrow specialisation, against which he fought as professor and head of department at Imperial College.

Not only does Dr Butler expect to be broadened through his chairmanship of ACSET but he hopes that members will be effected and changed through hearing other viewpoints, stimulating constructive discussion within their own bodies.

Nor is Dr Butler fast enough to think what his job as chairman will be easy, nor that one can get complete agreement on all issues. But he is firmly convinced that it is important that each representative gives his or her views, even if at the end of the day the decisions are political.

"The important thing is to make ministers understand what they are doing and that their decision may be damaging. I am a great believer in identifying problems, discussing them and then persuading people", he says.

Dr Butler is also a great supporter of open debate and hopes that all issues will be aired more publicly than previously and that ministers will discuss these in their speeches up and down the country.

"I have faith that if the system debates issues, the people who are involved in whatever area will respond by improvements and make sensible decisions. This is far better than central control or authoritarianism, and may well be the way progress is achieved in this country", he said.

Dr Butler sees the new body as having a much broader, completed and sophisticated role than its predecessor, which he says was too

heavily occupied with teacher supply and numbers.

He believes that the first thing members of the committee will have to do is update themselves regarding developments in the whole of the education system, so as to be in a position to give the Government advice based on knowledge as well as a consensus of opinions, on many of the problems facing teacher education.

"What ACSET'S reconstruction offers is a forum for discussion embracing a broad spectrum of representatives whether teachers, teachers unions, local authorities and the DES, as well as the opportunity through its recommendations to attract the attention of Ministers to crucial issues which must be dealt with", Dr Butler said.

However, the committee's future as a balanced body representing all shades of opinion is already threatened by the National Union of Teachers' refusal to participate unless it is granted four members on the committee instead of the proposed two. Last week the NUT wrote to Mr Carlisle to inform him of their decision and to point out that they would not accept any recommendations made by ACSET.

But what of the men who are to lead the committee, who was he chosen for the post? Dr Butler believes that one of the main reasons was that last year he called for an inquiry into the physical sciences after having grown increasingly concerned at major deficiencies.

This may have brought me to the attention of ministers and my being a scientist and unashamedly partisan may have given me the edge over other candidates. I believe ministers wanted a scientist as chairman, because of all the ramifications such as Einstein and the problems in science subjects", he said.

However, it is quite clear that Dr Butler, who is a nuclear physicist by training and who describes himself as having been seduced into administration, has other equally strong attributes.

For example, as a member of the Schools Council since Day One, he has been involved with curriculum issues in schools for a considerable time. While a director of the Nuffield Foundation he inquired into school science and edited the programme of science education for schools. As chairman of the national committee of the Royal Society for 10 years he was not only associated with schools issues but drilled away at problems associated with shortages of maths, physics and craft, design and technology.

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Charlotte Barry looks at the background to the troubled Cadbury's liberal studies institute

Adult workers' college reopens after five-year dispute

Fircroft adult residential college reopens this week to the accompaniment of heartfelt cheers from the world of adult education. Its reopening on the scene after five years' closure follows lengthy negotiations which attempts to reopen the college and its unique liberal studies course nearly founded.

Fircroft was set up in 1909 as a working men's liberal studies college by the chocolate family Cadbury's, and was administered by their trust until 1927.

It spread in six acres of grounds around about four miles from the centre of Birmingham on the edge of the campus of the eight 'Gak' Colleges.

The college was closed in 1975 following a revolt by students in which the governors claimed they were aided and abetted by the unions. The row, which revolved around student complaints that the college was run in an authoritarian way by the former principal, Mr Tony Carlisle, culminated in a student occupation.

A government inquiry into Fircroft's troubles, chaired by Mr Andrew Leggatt, QC criticized all the groups involved and recommended it should be reopened as soon as possible after the principal and four tutors had been sacked. The governors decided to retain the principal but dismiss the tutors who claimed they were being used as scapegoats. Later an industrial tribunal, brought by their union ASIMS, ruled they had not been unfairly dismissed.

Subsequently the exact form of links with the TUC was a major hurdle preventing the reopening of the 70-year-old college. Deadlock was reached in 1978 when the Charity Commissioners objected to a proposal for a 51 per cent TUC majority on the governing body, saying this did not comply with the non-political objectives of the Fircroft trust.

Finally a new initiative came late last year, from the Rev Paul Clifford, former president of the Selly Oak Colleges. A new constitution was drafted and new governors appointed. Chaired by Mr Clifford, the new Fircroft trust consisted of members of national and local educational organizations, representatives from industry and local government and for the first time two student nominees. It is totally independent from the new Crafts Trust, which is chaired by Christopher Cadbury, the chairman of the former governing body.

Local authorities and the lecturers' union are under no more pressure to reopen the college. The Clegg Commission said in its report earlier this year should be sorted out.

The enquiry at issue this time is how the pay of the 1,000 or so research staff working in the public sector—most of them at polytechnics—should be brought into line with the Burnham pay scales.

There are no national conditions of service or pay agreements for research staff and a management/lecturers' dispute has been ongoing since April. Conditions were due to be agreed by the end of the year but the process was given a fresh boost by a report from Clegg's Commission in April. Conditions were to be agreed by the end of the year but the process was given a fresh boost by a report from Clegg's Commission in April.

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Unlike another contentious issue, the recommendation that part-time lecturers should be paid pro rata with their full-time colleagues, the question of research workers was referred to the new national joint council on lecturers' conditions of service. It was felt that the Burnham further education committee, which

Earlier this year a new principal, Mr Brian Wicker, was appointed as well as three tutors. The DfES agreed to fund the college for five years, with a review at the end of that period. They also agreed to provide grants for the students.

However the new appointments were made against a still simmering and unimproving background. The ex-tutors demanded reinstatement and were refused on the grounds that the new governing body had no obligation to the former staff. They appealed to their colleagues but there were nearly 400 applicants. Since then the Society of Industrial Tutors has backed the college but ASIMS has taken no further action.

The new principal, Mr Brian Wicker, is an exceptionally mild-mannered man in his early 50s with a slightly hesitant manner and an unrelenting shock of prematurely white hair.

A former lecturer in English in the department of extramural studies at Birmingham University, he came into adult education as the result of a series of happy accidents.

Before going on to be a scholar at St Edmund's Hall, Oxford, after leaving school in 1947, he did his national service. As a sergeant instructor in the education corps his task was to teach semi-literate soldiers. It was his first experience of adult education and he found it bitterly frustrating.

"It was so hopelessly unsatisfactory because they were always being put on charges or certified off to penal potage when they should have been being educated," he said.

Simultaneously he was encouraged by being sent to courses at various adult residential colleges. "They were probably the most important educational experience I ever had—more than university. They were intense experiences of a kind of intellectual awakening."

After leaving Oxford Mr Wicker was at a house and "Like most arts graduates I didn't have a clue what to do except I wanted to get married," he said.

Eventually he started out as a graduate administrative trainee with the old London County Council in charge of an outside contact to mend the sewers ("a deathly job"), then switched to the youth employment service after a long tour of duty in a party.

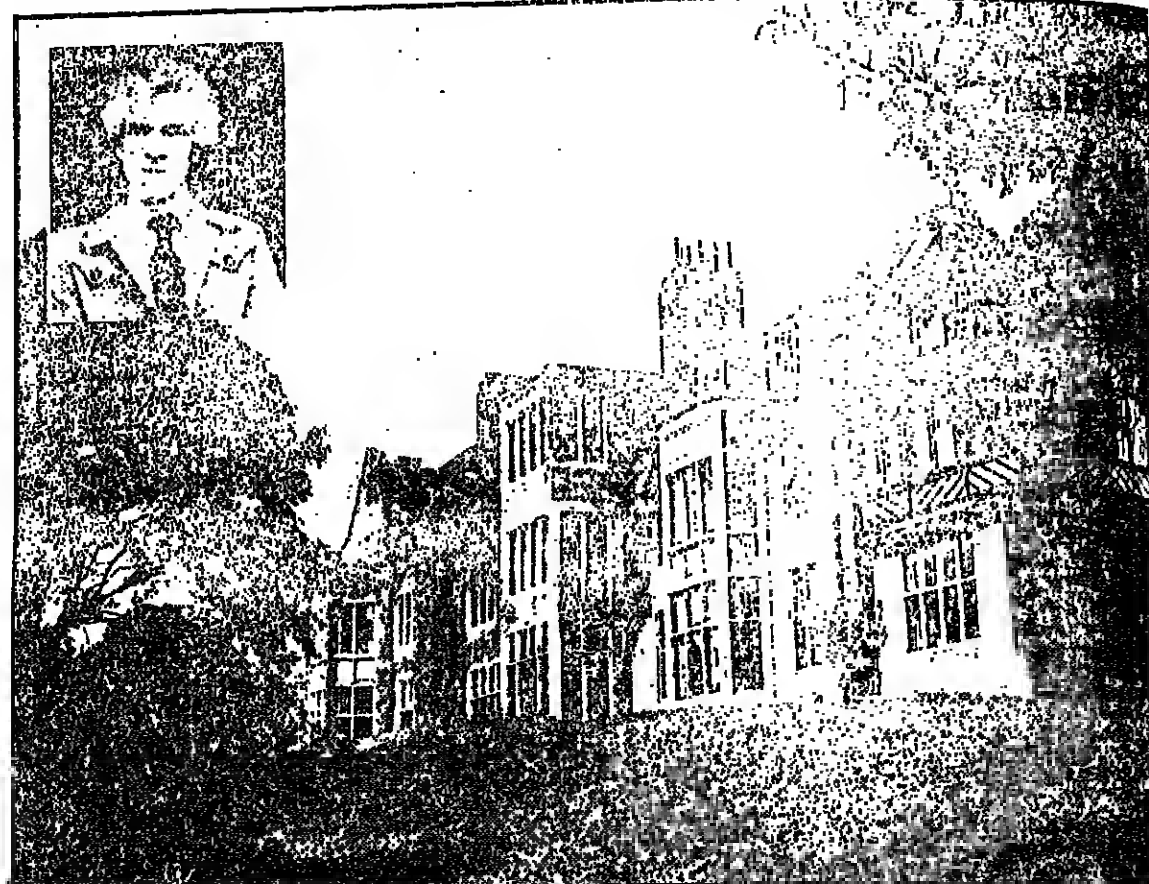
In 1956 he moved to the appointments board at Birmingham University and following another lucky accident became a lecturer in the extra-mural department.

A well-known Catholic layman, Mr Wicker describes himself as "ethical rather than religious". A Roman Catholic convert, he is national chairman of Pax Christi, the Catholic peace movement. He has been heavily involved in the Christian/Muslim dialogue for some time and is on the editorial board of "New Blackfriars" as well as being connected with "Slant" (the socialist Roman Catholic periodical).

He is a semi-professional clarinetist and saxophone player and collects antique clarinets. As a reserve in the Birmingham Philharmonic Orchestra he is a member of the Musicians' Union as well as the Association of University Teachers. Mr Wicker's other interest is the expansion of educational information and advice services for adults. He was instrumental in setting up ALECC, the adult learners' enquiry centre, in Birmingham central library.

Now he faces the major task of reopening Fircroft and adapting its traditional ideals and values to the 1980s. From its foundation a principal aim of the college was to prepare people for service in the community rather than self-advancement. In its heyday it placed much more emphasis than the other six adult residential colleges on community life which included shared household and garden duties.

"One of my problems and one of the things we must think about and work out is how far and in what way we should try to recreate that kind of environment in a way that is appropriate to the 1980s," Mr Wicker said.



Fircroft college, set up by Cadbury's in 1909 as a liberal studies institute, closed after a students' and tutors' revolt in 1975. It has now reopened with a new principal, Mr Brian Wicker (inset).

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Inevitably more students are now likely to go on to higher education or vocational courses rather than return to their former employment.

Today, the college reopens with 40 students. For the first time seven of them are women. As in the past, they have been selected by a system using referees, a short essay and an interview. Preference is given to those whose early education was limited. "What we are looking for is potential rather than achievement," said Mr Wicker.

The students are also expected to have shown some interest in study as adults and have developed an active role in their community, as for example trade unionist, community activist or member of a religious organization.

Also, as in the past, no examinations will be set during the two years' course and no paper qualifications will be given at the end. Students will study in four broad areas—economics, political and social studies, industrial studies,

and humanities and the arts. They will work at their own pace in seminars and tutorials and their continuous assessment will be supervised by outside advisers.

The major change in the running of this reopened college is the nature of student participation, which was a crucial issue in the dispute. Then the college governors were criticized for not allowing a students' union, for dictating how cash for student activities should be spent and for failing to consult them over the education programme.

Now, as well as two student governors, there will be student representatives on the disciplinary committee and the academic board. The common room, which includes the academic and domestic staff as well as the students, will be reconstituted. But Mr Wicker is adamant that the students have their own separate forum.

"I am going to recommend to them that they affiliate to the National Union of Students," he said. "This is so they have a kind of forum that is theirs exclusively, where they can discuss their problems."

"How it'll all pan out we don't know," he added with a hint of uncertainty. "It's going to be an exciting time this weekend when all the new people arrive."

ment panel is offering from £1,000 to £5,712, adjusted upwards in line with next year's pay award. Initially the management wanted research assistants to teach for up to eight hours a week. The number of hours taught would be a major factor in determining how much research would be paid, with those spending eight hours in the lecture hall, placed near the top of the scale, and those teaching fewer hours lower down.

This approach was completely unacceptable to the union negotiators, who regarded it as an attempt to obtain higher education, albeit on the cheap. Ultimately the union authority representatives refused to offer to do so and more importantly the union should not be related in any way to pay.

The employers' have also indicated that lecturers' conditions of service are inappropriate for research staff. Because so many are on local government pay scales, the management would like to see a management pay scale for research staff. The union, however, is not prepared to accept this.

The biggest gulf not linked to Burnham was the 321 paid on local education authority scales. This was the largest single group in the survey, was concentrated in London and the Home Counties. Their average pay scale ranges from £3,078 to £4,248 for April this year, compared with the men's L1 scale of £3,777 to £4,948.

From April 1, 1981, the management panel is offering from £1,000 to £5,712, adjusted upwards in line with next year's pay award. Initially the management wanted research assistants to teach for up to eight hours a week. The number of hours taught would be a major factor in determining how much research would be paid, with those spending eight hours in the lecture hall, placed near the top of the scale, and those teaching fewer hours lower down.

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David Johnson

Francis Higman considers the proper direction of modern language studies in our universities

The barriers made bridgeable by language

Where should Modern Language studies be in the universities being? How should we be responding to this multiple and often conflicting pressures from different quarters (better training of researchers, formation of Eurascians, training of export salesmen...)? Are traditional university courses with their literary bias dissonant to the modern scene? In what follows I hope briefly to explore no point, but first an exposition of the reasons why some aspects of apparently traditional studies are essential, and urgent needs, in today's world; second, some implications of my argument for the way Modern Language studies may develop in the next decade or two. In short, I wish to make explicit some of the principles in which any future planning of courses must be based.

I begin with a point derived, not from language or literary studies, but from perceptual psychology. We take it far too much for granted that our perception of the outside world, for example through our eyes, is direct, immediate. You see me, I see you. Although for most purposes in everyday life this is an entirely adequate description of the process, it is not actually true. A considerable, and quite unconscious process of selection and interpretation of the "crude" signals received by the retina takes place in the brain before we are ordered to turn the disorganized, unformed, strictly incomprehensible signals received from outer reality into a meaningful pattern.

"Raw" sense data, on their own, are strictly incomprehensible, and require interpretation into meaningful patterns. The process of interpretation is not a simple one. We do not perceive the world directly, but through the mediation of the senses. "Unmediated reality" exists, yes; but we have no access to unmediated reality, only to the mediated reality processed by the senses and brain.

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rent usage which is the only available medium of communication to others. The distance between experience and expression may be reduced in some brilliant stylistic crystallization; it is never eliminated.

Languages, therefore, is not a complete reproduction of a direct transposition of this idea to be expressed; it imposes a selective and formulating grid (available vocabulary, necessary syntactic structure) on the raw material of experience.

Immediately the differences between languages become of importance. However, just as in sense perception the process of interpretation, in normal circumstances, is not observable, within a single language system it is strictly impossible to observe this process of linguistic conditioning, since the given language contributed a certain formulation of the world, that language will necessarily appear adequate to the formulation. This formulation acquires an appearance of absolute validity which cannot be challenged by the linguistic system which contributed to its elaboration. Only comparisons between languages, or between different historical states of the same language, can enable us to escape from the vicious circle, and understand the qualitative differences in "world vision" that exist between different linguistic groups.

For example, the French language frequently incorporates into a quite generalized, abstract expression a series of notions which, in English, are treated as separate entities. Thus the word *coucou* occupies the semantic field distributed in English between *hi*, *hello*, *knock*, *rap*, *knock*, *peck*, *stab*, *cut*, *thrust*, *shock*, *kick*, *punch*, *shut*, *gut*, *...*

Or again, the difference between the English "He swam across the river" and the French *il traversa la rivière à la nage* involves not merely a substitution of one set of labels for another, but a profoundly different analysis of the action referred to. Such seemingly minor discrepancies are found at every turn in comparing any two languages. By the time you have perceived this sort of analysis, however, the whole vocabulary and syntax of two languages, you are dealing with two very different methods of coming to terms with reality, and the difference is not merely a difference of labels, but a difference of perception.

The process is, in considerable measure, acquired, learnt; and it sets reciprocally: the skill in sensory interpretation, once acquired, thereafter conditions the further perception of our surroundings. A simple example of this is the reading: we "see" the correct form; we are expecting, and fail to see the actual misprint.

In practice, within a given society, the differences of the resulting patterns of perception, as between individuals, are minimal. But the differences between the patterns of perception exist none the less, and are fundamental for the individual, and make possible, the linguistic and cultural differences which are our subject proper.

My basic proposition is as follows: the sense of perception, of interpretation, of extrapolation is present also at the level of language, and at the level of cultural formulation (of which, for various reasons, literature happens to be a highly significant part). Let us take each in turn.

The most basic human emotions—fear, hate, love, pleasure—can be labelled without language. Certain aspects of human experience are "not deep for words". But there are some mental activities which are not "deep for words" without the use of language. If we wish to reflect on our experiences, grasp them, understand them in more precise terms, we must use language. Language is a tool for the formulation of our thoughts, feelings, emotions, and it is through language that we can communicate with others. Language is a tool for the formulation of our thoughts, feelings, emotions, and it is through language that we can communicate with others.

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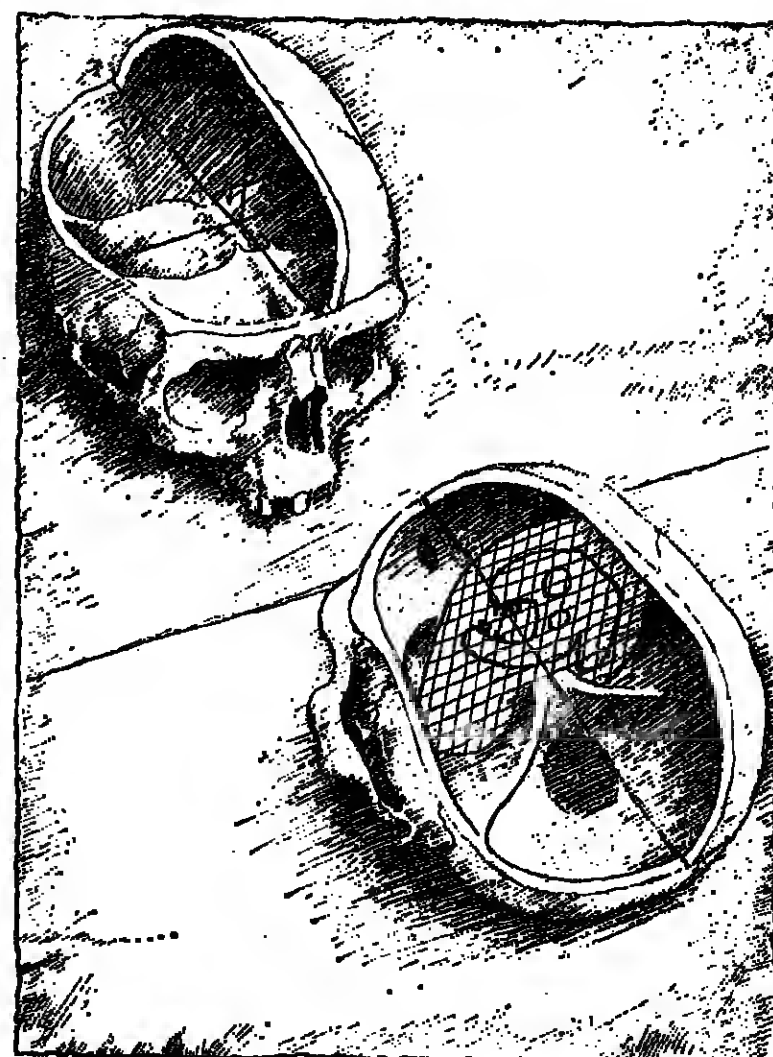
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world come from? How do they evolve? Of course the answer to that question is extremely complex. But within the complexity of causes, the work of art (visual or linguistic) plays an absolutely central part. It is not as we too frequently assume, merely a reflection of the way of viewing the world shared by a given society; works of art are among the most powerful creative influences on the way in which we perceive the world. They provide us with the imaginative means to formulate, the cultural grille through which our perception of ourselves, other people, society at large is mediated.

For example, we assume too easily that character types exist objectively, absolutely so to speak, and definitely, descriptions of character types, however they may be adopted? In the evidence of observation and transcription. In fact our notion of personality itself is largely culturally conditioned (as can be seen by any wide-ranging historical survey), and specific character types, by which we categorize the people we meet in real life, can be shown to derive in large part from specific works of literature.

When Stendhal wrote *Le Rouge et le Noir*, when Balzac wrote *Le Père Goriot*, they were not describing a certain sort of personality. The ambitious young provincial out to make his way in Paris society, of course, existed as "unmediated reality" at the time (in the social mobility of post-revolutionary France). But—remember—we have no access to unmediated reality. It is Stendhal and Balzac who first formulated the type of this character, made him perceptible, turned him into mediated reality. Julien Sorel, Eugene de Restignac were, so to speak, carved out of the raw material of a seething multiplicity of potential social types. Once created, the type offered to society an image, the formulation of an identity which enabled people to come to terms with, to understand, the society around them (and, often, to influence real life through young men modelling themselves on their "heroes"). The concept, once formulated, also enables us to interpret the world we encounter. Roland Barthes, in *Mythologies*, denounces the way in which lawyers, in a real-life murder trial, instead of explaining the behaviour of the accused according to literary models of psychological causality.

We understand people, individuals, on the basis of these artistic formulations. The social is also true of society as a concept. Take Balzac the so-called "social realist" again: he claimed that Society was the historian, he was only the secretary. His tableau of French life, in terms of imaginative creation, is vast (almost 3,000 characters in his novels). Yet by comparison with the actual society of his time, it is a minute selection (Paris alone had almost a million inhabitants). How many possible value judgments, are involved in carving out, from the unmeasurable, chaotic, often contradictory information available around him, his remarkably limited number of representations of human behaviour? How many other possible carve-ups might have been adopted? In the evidence of observation and transcription. In fact our notion of personality itself is largely culturally conditioned (as can be seen by any wide-ranging historical survey), and specific character types, by which we categorize the people we meet in real life, can be shown to derive in large part from specific works of literature.

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It remains to be seen whether any action will follow such an official oath-taking ceremony or if, as the signs are not a call for any radical modification of the exemption of sponsored students.



So we are faced with a fundamental change in overseas student affairs without a clear rationale for such a policy, save that of the "overriding need" to cut public expenditures. It is clearly unrealistic for one to emerge suddenly and naturally in the wake of such ill-considered action and expect to be fully equipped for it. It is realistic to expect the present administration to begin to take the responsibility for its decision by devising a better framework for this not insignificant new educational and foreign policy. No longer should overseas students be left out of the consideration of government policy, reports and planning papers, as they have been since Robbins. Suddenly they are "big business" in terms of foreign revenue and their continuing

The Department of Health and Social Security (DHSS) could and should ditch the age-old hammer of herring overseas students from the National Health Service to crack the nut of "abuse" and recognize that without overseas nursing students—about whom there is a great deal of flexible thinking in health service would be in a poorer state than it is.

The Overseas Development Administration (ODA) should admit that it neither has the cash nor the ability to eat it and should therefore encourage its parent department, the FCO, and the DES to seek other means of meeting the training needs of the developing world in order to supplement what it can itself provide. More long-term use could be made of its own funds in the way

The author is executive secretary of the United Kingdom Council for Overseas Student Affairs.

The author is the professor of French at Nottingham University.

him, rather than the other way
round, and that it will deconstruct
his own endless discourse, break
down his own verbal relationship to
reality.

... with my faculty of shrouding myself with my pen, I took my subject seriously, but only *while I was writing*. Many things that leave me cold when I see them

Steegmüller drily draws attention to the fact that come "editors have thought" that Flaubert's purpose here was to forestall possible jealousy. She had better reconsider, for Flaubert's "future" is already a thing of the past. Arrogant, not to have turned original Elise Schlegelger, and still more so of the doomed Emma who writhed in Flaubert's waste time to the life, while inflicting a small part of it on others. The only part of the story that I found loved, not the ladies—except "ruins." She might have taken warning from his enthusiasm. "There would be a magnificent story to write." It would be so marvelous! Who would accomplish this task? Will remain at eternal rest. The story is a masterpiece. At present Flaubert seems to acquire ancient wisdom which believed to be an ideal reflection of eternal verities. Which it still is for only the verities have changed. Now the more "hideous" and "deeper" to his "satisfaction." The more than failure in life; it is triumphant annihilation. And what of his triumph, "victory" as Sartre mournfully called it? Small wonder that

should have been naïf and naïve. He saw most clearly in what it consisted; he too found the flower of a new and terrible beauty in it and gave to poetry a new direction (as, oracles call it). In truth a new and truly grandiose and new man

products the opposite effect (Musset himself could take for granted), our taste for the "new" is not so easily satisfied. The temporary it is for this taste, Flaubert will much admire his style. It is an aspect of beauty that now stands forth as one of its most necessary and recognizable traits.

Similarly, the combination of some depth with the surface and the lack of finality, which is the revelation of what is present in the mastery of other times and places, is what struck Flaubert so forcibly because for him the combination was paradoxical and hard of attainment, was—as it were for Nietzsche, who elaborated the idea of the eternal recurrence of things—years later, (now pointed to Greek tragedy as a prime exemplification and to it, too, lack in the modern era). Those in whom Flaubert sees this combination of opposites affected by fate appear to him serene and placid. Flaubert because the "new" is not the same was our fault; for the with the same tensions that K. has for him. We find our sweetest values where we have suffered most. For Flaubert the depths and the sunlight were no longer present in reality, but this rendered his condition more poignant than it is. He finds the more violent passion

Anthony Thorby is professor of comparative literature in the school of European studies at the University of Sussex.

in pursuing the paradoxes and ambiguities associated with this problem, he raises some interesting questions about "the significance of the Art Poétique itself, and the imperfections which become more apparent whenever it is considered purely in terms of systematic poetics." Of the poem's form, the poem is at least as important as its prescriptions; and in emphasizing the flexibility of the writing he is, in effect, questioning the "legislation" but not the defence and liberation of poetry itself. Some of his pronouncements may seem debatable, but they also seem reasonable. In his study, then, in general, do equal justice to the criticism's very real sense of absurdity and the fundamental dignity and high intellectual quality of the commitment to the Texts, conventions and materials. Views may have changed, but it is still possible to respect this robust upholding of durable values and to understand the current situation.

J. H. Broome is professor of Philosophy at the University of Keele.

BOOKS

Versions of communism

Overseas continued

KEY ENGLISH LANGUAGE TEACHING SCHEME

The following posts to be filled under the Key English Language Teaching scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries. Candidates must be UK citizens.

ASSISTANT TEACHER/EXPERT IN ELT (Egypt)

El Zawila El Hamra Technical Teacher Training School, Cairo.
Duties: To assist the Senior Teacher Expert in the design of a 5 year EFL/ESP course for trainee teachers, in the evaluation of the materials and production of final version, in the training of counterparts to use course and with English up-grading courses for technical staff.
Qualifications: Degree and PGCE (TEFL) and 2 years relevant experience.
Salary: £6,472-£7,952 p.a. 80 K 39

LECTURER IN ENGLISH LANGUAGE (Sierra Leone)

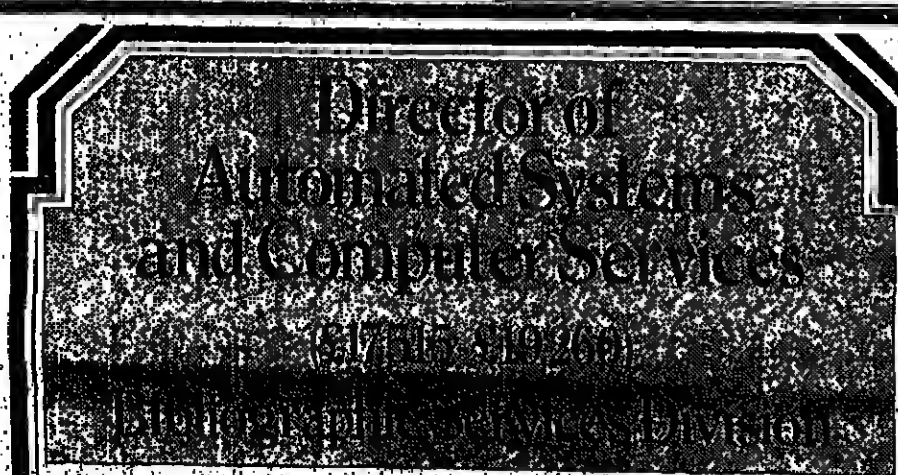
Women Teachers' College, Port Loko.
Duties: To assist in preparation of English syllabus for College and in the preparation of English Language programmes for classrooms in primary schools; to participate in in-service courses and lecture to pre-service courses; to train counterparts. Qualifications: Candidates, preferably women aged 30-45, must have degree plus PGCE and MA in Applied Linguistics or 1 year post graduate TEFL Diploma, and at least 5 years relevant overseas experience. Experience in primary school or primary teacher training as a teacher is essential.
Salary: £6,692-£10,187 p.a. 80 K 1

LECTURER IN ESP METHODOLOGY (Syria)

University of Damascus.
This is the Senior of two new posts designed to assist in establishing a Centre for teaching English for Specific Purposes within the University of Damascus.

THE BRITISH COUNCIL

General Vacancies



The British Library was established in 1973 as a national centre for reference, study, bibliographic and other information services relating to the humanities, science and technology. The Bibliographic Services Division is one of 3 main operating Divisions; its main function is the provision of bibliographic and information retrieval services for the library community.

A new director post has been established to control all technical and operational aspects of the Division's computer-based services and to play an important co-ordinating role in the work and development of the British Library's Automated Information Service including the planning, marketing, systems development and

computer services functions. Candidates, preferably under 55, must have a knowledge of automated library and information systems and their practical applications; they should preferably have policy level experience in a relevant field.
Salary as Director Grade A within the range £17,915-£29,260.
Non-contributory pension scheme.
For further information and an application form (to be returned by 29 October 1980) write to Civil Service Commission, Alconbury, Huntingdon, Cambs. SG4 7ET or telephone Basildon (0256) 68551 (answering service operates outside office hours). Please quote ref. G/5457.



AUSTRALIA

ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY LIMITED

PRINCIPAL LECTURER

DEPARTMENT OF APPLIED ECONOMICS

The appointee will be required to provide academic and professional leadership in the areas of Transport, Microeconomics, Quantitative Methods and Marketing. Also to assist in the administration of the Department and Faculty.

Appointee should possess academic qualifications of a high standard in Applied Economics, considerable administrative and teaching experience at a tertiary level, intellectual experience and a capacity to generate and supervise research.

Salary - \$A29,012 p.a.

The position may be offered on a tenured or fixed term basis. A position description should be obtained from Staff Branch RMIT, P.O. Box 2470, Melbourne 3001, Victoria, Australia. Application quoting reference number 184/02/AN/10/80. Officer by 24/10/1980.

Colleges of Further Education

RICHMOND COLLEGE

The American International College of London

LECTURER IN POLITICAL SCIENCE

Richmond College is a rapidly developing international offering the Associate of Arts degree and the Bachelor of Arts degree in various disciplines. The College has a campus on Richmond Hill and another in Kensington.

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Robert E. Kuchta, Academic Dean, Richmond College, Queens Road, Richmond, Surrey TW9 1EP.
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Union View

The essence of being professional

If we were asked wherein lies the essence of professionalism, we would get very different answers depending on who we asked and the context of the question. Indeed, while to education professionals it is taken to be necessarily "a good thing", in other spheres of activity the term "professional" can be less than complimentary. A recent article in *The Observer* newspaper carried the denials of the apocryphal "carrying professional" which was referred to as "a term which was used to describe those who refused to be served by the persons they served, by refusing their services where they were needed. Teachers and lecturers were particularly considered as having lost entitlement to the term 'carrying professional' over the past few decades."

The concept of the carrying professional may have been perfectly acceptable at a time when, with professional skills in very short supply, practitioners of various vocations could demand such fees for their services that they were able to largely ignore the exigencies of common life and the general welfare of the community. Once the situation changed, this mythical concept could not be maintained and the practitioners who pretended to defend the status of the dinosaurs.

Yet the concept of the professional has not died and neither has the general desire of teachers and lecturers to be thought of as "professionals". So what does this "professionalism" consist of? I believe that the answer lies in that most important function which the professional educator carries out and which is too often ignored—the function of management.

If we look at the polytechnics, the lecturers there are required to manage, often quite independently, very important resources, of which not the least important is themselves. The level and even the type of

activity of most lecturers is largely self-determined: they may give much of their ability or little, they may seek to provide a service of the highest excellence or the lowest mediocrity, hardly being answerable to any but their own consciences. The concept of management in the polytechnic goes even further. The lecturer is required to manage and coordinate resources at many levels. It may be that such management is required through the intervention of legislation, as has happened through the Health and Safety at Work Act and the anti-discrimination laws, but more usually it is necessary for the efficient running of the highest educational activity in continually changing circumstances.

All this may seem fairly self-evident to those not in the field of local authority education but there the demarcation between the management and the professional educators is often tightly drawn. It

is clear to those inside the lecturing profession that the actual educational process and its real management takes place at the extremities of the institutions, well removed from any centralized administrative support system. Yet the degree of communication between the governing bodies and the managing professionals at the chalk face is often almost nil.

It is obvious that the heads of department in polytechnics are required to manage the resources of their departments, including the manpower—or to have them managed on their behalf. Yet the possibility of restricting the responsibility for management to one or two people is evident: the chain of responsibility runs from the most senior lecturer to the most junior. The allocation of rooms, travelling arrangements, counselling of students, coordination of research, provision of books and equipment, provision of teaching aids, representation within and between faculties, substituting for colleagues, and monitoring of course materials and submissions—nearly all of these are

activities which can neither be legislated for nor delimited. Unfortunately, such management activities are very often classified by local authority officials and lay governors as "wasting time on matters which shouldn't concern them" and "not getting down to the real business of teaching" (It is, of course, often not appreciated that those with little or no experience of higher education that it is far easier to stand in front of a class of students and lecture to an allotted syllabus than to organize for the maximum academic benefit and status of those same students.)

Once lecturers feel that their necessary managerial role is ignored or, worse still, resented, there is a temptation for them to relax their grip on these very activities which ensure the academic development of their institutions. It is here that one sees the end of real professionalism. The situation is worsened if attempts are made to restrict the lecturer into some pre-arranged bed of conformity by the imposition of a rigid central or even external management system. Even the French, who seek to impose uniformity within much of their lower education system, recognize that highest education cannot be treated in the same way. That is not to say that the French do not seek to lay down standards for their institutions: they simply realize that education at the level of the university/polytechnic is a unique and developing activity or it is dead; and that development depends more on the self-generated activity—the professionalism—of the staff than on any other factor.

There is one consideration that the future status of the higher education system, in the polytechnics as elsewhere, depends on the professionalism of the lecturing/teaching cohort. This professionalism manifests itself in the self-management of the lecturer and as a consequence, in the efficient management and development of all resources of the institution. It does not exist in a vacuum. It can be nurtured and encouraged. It can be stifled and destroyed. The latter is the way of destroying the professionalism of a whole institution by believing that you can replace the managing-professional by the so-called professional manager.

A. J. Poinson

The author is the national secretary of the Association of Polytechnic Teachers.

"The Unresponsive University", since it seems to be an institution less changed by modern influences than any other I know—except perhaps the British Trade Union Movement. But the conference was full of managing folk who wanted to respond, and they all applauded the Dutch Minister of Education, one Dr Pals, who gave us a long and thoughtful talk about managing the groundswell and existing interfaces.

These were the professionals—the sort of characters one finds increasingly in universities and polytechnics who have made complicated careers of trying to run these places rather than teach in them. There is another tradition which emerges from more ancient university origins, which we have many first-class engineers who are also first-class practical mathematicians on the dole; and some of them want to be teachers. This demand is beginning to trickle into our universities and colleges.

Simultaneously, we have tens of thousands of our youngsters being taught in primary and secondary schools by teachers who are hardly up to the standard of Q level mathematics. One would have thought that this would have been seen as an opportunity to investigate the schools by investing in a latest resource.

Perhaps it is too fond a hope but I do not see the pursuit of these small nonsense es-ops of the most effective roles. Select Committees of the House of Commons can pursue. True we present our grand reports—we are producing one on "Information" in early October and the authorized version on higher education courses later in the month. But we can also follow up these issues: indeed by calling in Lord Goodman, the BBC and the *Telegraph* in July we met the *Telegraph* and the *Telegraph*—though we got little credit for it. If we could do something sensible for maths teaching in an even fractionally simpler way, I would be happy.

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Don's diary

Monday

Indian trains are often given names, and mine, I am reliably informed, is called the Flying Greeny. Without doubting my porter's integrity for a moment, I am nevertheless puzzled at such a name for a train. Perhaps it refers to an ancient Indian legend, or is named after some famous historical generic of remarkable athletic prowess? Or an early pioneer of transcendental meditation?

When I eventually saw the train I found the words "Flying Rani" emblazoned on the huge locomotive. "Rani" means queen: I should have known better.

This is my second visit to India as part of an education management project to provide training programmes for secondary school principals. The project involves a partnership between the State Institute of Education at Ahmedabad, extension centre co-ordinators, university and college lecturers, administrators, school principals and British advisers.

Tuesday

Today I am to give a lecture at the State Institute of Education in Ahmedabad. The lecture room is large, bright and airy—a little too airy for the fans overhead which make the atmosphere so pleasant create havoc with the unwary lecturer's papers; but I have come prepared with glass paper weights.

There is an expectant hum, and a slight high in the rafters of the hall offers me gentle encouragement with its soothing call. I cast my eyes over the audience and my attention is seized immediately by one man. Seated on the front row, directly in front of me is a striking, gaunt, pale-complexioned man with burning eyes, focused unwaveringly on my face. His expression never changes, and he sits motionless throughout my lecture. I am somewhat disconcerted when he begins to voice the name on his lapel badge: "Dr. Droom". Can this be an omen?

Wednesday

I travel to Vilpura, Vidyanagar, to visit a Secondary school. My last had first to navigate the city of Ahmedabad. Traffic on the whole tends to keep to the left, but not bullocks, goats, dogs or pedestrians, who appear to obey unflinching rules of their own. The general effect is rather like a crowded fairground with dodgem cars running among the stalls and strolling people and the mixture, being further enriched by random selections from a safari park. Most incredible of all: in all the apparent bedlam, no one is really aggressive or bad-tempered as in a Western rush hour. Indians appear to have a basic good will, cheerfulness and patience far greater than ours.

My driver swerves to avoid the few remaining members of the Ahmedabad kamikaze society as we reach the suburbs, and once clear of the city there are open stretches of country with barely a soul in sight except along the road. Shrubs, trees and ditches alike sport sturdy flowers as bright as confection.

As we near our destination we overtake a small procession—a holy man, riding on an elephant, is followed by a group of disciples with painted arms and faces and wearing long gowns. Two of them are playing drums to accompany the singing. The holy man is a small, chubby figure, perched high above us, in grubby, ancient clothing like a shop-sold Buddha.

As we approach the town I see crowds gathered and flags and bunting hanging between the trees. But the crowd is there to welcome not the holy man as I thought. I am startled and smothered by a group of incredibly beautiful girls and then led to the school where all the staff and pupils are assembled. There is a dancing performance, and then I address the

school on their achievement. There is much to praise—the school centres its curriculum on the locality and its needs and the students are a community which produces goods of all kinds, fruit, flowers, vegetables, cloth tools and utensils to sell on its own stalls in the nearby markets. The school also has its own bank where the pupils save and invest in raw materials for their enterprise. The school leader here is already a young craftsman farmer merchant or entrepreneur.

At the University of Vilpura Vidyanagar I give a lecture to staff and postgraduate students of the education department.

Thursday

Up at half past five in the morning to travel to Baroda by train. After a hurried unpacking at the hotel I go on to the University to attend the National Conference on Research in School Management and Change. It is my task to be chairman of the first session, which focuses on school management and teacher morale. The conference is very well organized and includes presented papers, critical discussion, and a "think tank".

Later in the day the delights of the city of Baroda call me irresistibly away from the conference, and I play truant from the final session to visit the palace of the Maharajah of Baroda. Both the architecture and the contents of the palace are astounding. I must confess that I feel, when confronted with such unlimited opulence, that I have no sense of knowing the real taste of the collector: when one can amass paintings, statuary, vases, stained glass, pottery and jewels at will, there appears to be no sense of priorities and values, and no real sense of value or taste. The cynic might point to it as a clear testament to the damage that unlimited wealth and an English public school education can achieve together in a celebration of unbridled, manic collection and display.

Friday

Inevitably, up before dawn again to catch the early plane to Bombay, where the heat and humidity slap you in the face as soon as you step out of the plane and each lungful of air seems as if it has already been breathed a hundred times by others.

The last full day of my stay in India is free for sightseeing and shopping. I spend a leisurely day choosing kurtas and kurtis for the woman in my life (wife and daughter), and some wood carvings for myself.

I am on the third floor of the fine modern building housing the Bank of France when my attention is seized by a small glass case on the wall. The case contains a key, and above it there is a typed notice: "In Case of Fire, remove the key for terrace door, collect connection plank kept behind door on right, place plank on ledge of terrace to connect with next building for safe exit."

Loaded with my epolis I return to my hotel. It is situated in Kamp's corner (no pun intended), my room on the eighth floor has a magnificent view over to the wooded hill of the Towers of Silence, the cemetery of the Parsis. Here, at the top of the Meher Hill among a wild profusion of needless, coconut, banana and mimosa are the five towers where the Parsis leave their dead to the vultures. As I gaze from my window to the sinister hill, beneath the brilliant sky of India, above these vivid, lurid, lurid, lurid, flowers five huge birds begin to circle.

John Elliott-Kemp

The author is principal lecturer in Education Management at Sheffield City Polytechnic.

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John Elliott-Kemp

